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ABSTRACT

This collection is comprised of short memos (offering practical suggestions and ideas for teachers and parents of young children) and resource lists on various early childhood topics, prepared by the staff of the ERIC Clearinghouse on Early Childhood Education during 1978. Memos focus on parent involvement ideas for day care centers, the learning potential of water play for preschoolers, sex role development in young children, and family day care. Resource lists deal with the following topics: early childhood (including ideas for classroom materials and activities, day care administration, and childrearing); screening, readiness and diagnostic programs in early childhood; sex role development in young children; child advocacy and children's rights; parent-teacher relationships; general studies on child development and related topics; young children and the arts; bilingual education (primarily Spanish-English) in early childhood, and adoption. Order information is provided for all ERIC documents and other publications included in the resource lists. (CM)

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INTRODUCTION

Each year, ERIC/ECE staff members prepare a number of resource lists on various early childhood topics and short memos (offering practical suggestions and ideas for teachers and parents) for distribution at conferences and workshops and for use in answering queries. This publication is comprised of memos and resource lists prepared during 1978.

Summer 1978
ERIC Clearinghouse on
Early Childhood Education
805 W. Pennsylvania Ave.
Urbana, IL 61801

PARENT INVOLVEMENT IDEAS FOR DAY CARE CENTERS

1. Ask parents to be part of the day care center governing committee or board to work with the director and staff. Elected parent representatives could serve as liaison between parents and staff. Other parents could contact representatives about problems, ideas, questions. The committee could help plan programs, discuss problems and help prepare the newsletter to keep parents informed about the center.

2. Staff should consult parents when anything outstanding or unusual happens--even if nothing problematic occurs. Just letting parents know when you found their child funny or interesting can elicit conversation relating school incidents to occurrences at home. Both parents and teachers understand the children a little better after they've shared information. The time when parents drop off or pick up children is a good time to have brief exchanges about the child.

3. If you have working parents who feel unable to come to evening or weekend meetings arrange to have a parent telephone his or her child during coffee break or noon hour. The child will feel very important and the parent may feel less guilty about being away from the child all day. If possible, teach the child to call back the parent another day, but be sure the parent is able to receive a call at that time. A side benefit is that children learn how to use the phone in case of emergency.

4. Invite parents to a picnic or other weekend activity where children can come, too. Parents can learn about the day care program from the director, and teachers and staff members can learn how parents feel about the program. Parents would also have a chance to talk with each other and to meet some of the children their own children talk about at home. Meetings which whole families can attend give families a change to show support for the child in the center.

5. Develop a parent talent file with an index card for each child's parent(s) which lists parent occupations and any special talents parents have. Field trips might later be planned so children can visit their parents' job sites and have a chance to see a parent as a separate person. Parent talents might include painting, bowling, sewing, carpentering, etc. Parents could be invited to demonstrate their skills for children, to teach a skill or to help with special projects at the center.

6. Parents' night once a month would give parents a chance to see what their children do during the day. Staff members could talk about the center program,

have a workshop to show parents how they could help their children at home to develop skills, or give parents an opportunity to ask questions about their children's development. If the meeting was held in conjunction with a potluck dinner parents could just stay when they normally come to pick up children and no extra travel time would be involved. Parents and staff would share in the preparation of the meal, easing any layperson/professional communication problems.

7. Ask for parent volunteers who are willing to have small groups of children visit their homes for a special activity (baking cookies or gardening) or just to let one child show other children where he lives and have them meet his parent(s) or younger brothers and sisters.

8. Have an evening meeting for parents at which children's work is displayed and children leave "messages" for parents in mailbox envelopes--one on each child's cubbie. Parents and friends can also leave notes for the children to find the next day. Center staff should summarize what was discussed at the meeting and post the summary in an obvious place so parents who couldn't attend the meeting will be aware of what went on.

9. Send out a monthly or bimonthly newsletter explaining some aspects of the day care center program in non-professional language. An attached suggestion or question form could be filled out by parents and left at the center. Questions could be answered or activities explained in the next newsletter or in person when time permitted. Letters home would not be "how to" lectures but would tell what was happening to increase parents' awareness. Parent input would be carefully reviewed and incorporated into the program whenever possible.

10. Ask parents to act as aides in the center if they are willing and have the time. They can also help on field trips if they are available.

11. Have a "Parents, relatives and friends visiting day" and invite the children's friends and relatives to visit the center and stay as long as they like. They can see what the children do and how the program works and the children can act as guides to THEIR center.

12. Maintain a parent bulletin board where center staff can post notices for parents and parents can exchange notes or make suggestions. Children can also be invited to use the bulletin board.

13. Take photographs of the children and display them on bulletin boards around the center. The children will enjoy seeing themselves and remembering the occasions when the pictures were taken. Parents will be able to see what their children do while at the center. The pictures may also spur the parents to ask questions about their children and increase their feelings of pride in their children.

What does water have to do with raisins? Are people water holders? How can you make a rock float? Would your life be very different if you lived on a small island? How many cups of water would you have to add to that bucket of sand to change it into water with a lot of sand in it?

Water activities lead naturally to hundreds of questions like these which can spark children's curiosity and motivate explorations into science and math, language, even art and music. Water offers endless possibilities for teaching young children and has advantages over the most expensive learning kit you can buy — it's cheap, immensely versatile, available almost everywhere, can be used inside or outdoors and has an almost magnetic attraction for children.

So if you've been hesitant about getting involved in water activities (because of your own — or the janitor's — feelings about mess) be brave and plunge in.

What can children learn with water? Just about anything. Through water play, mathematical concepts can be presented in a natural way: children can classify objects as to whether they sink or float, discover for themselves whether the tall, thin glass holds the same amount of water as the wide, squat one, count how many small juice cans it takes to fill the coffee can, predict how many marbles will make the aluminum pie pan sink.

A whole science unit can be built around water, starting out with simple experiments with *floating/sinking, evaporation, saturation, absorption, gravity,* and branching out into explorations into *erosion* (graphically illustrated with hose and a sandbox or dirt pile). Class discussions can focus on the need of all living things for water, plant and animal adaptations to too much or too little water (camels, cactus, jungle plants) weather, what lives in water, what holds water (lakes, rivers, plants, people, pipes), changes in water (steam, ice, snow), and on and on.

And, of course, as children work together in small groups, learn to share materials and ideas and to take turns, they're involved in important social learning. Even the shyest or most uptight child in the group can feel relaxed and comfortable at the water tub. Chances are, he can also be easily persuaded to help someone else finish making a milk carton ferry boat or join two or three other children in cutting out fish for a deep sea collage.

Rain, Rain, Come Again

A natural way to introduce water activities (if the weather cooperates) is to capitalize on a rainstorm. When the rain is over, walk around the play yard or neighborhood and ask children to notice how the rain has made things different: water standing in puddles or flowing in gutters; the cardboard carton, now falling apart, that was strong enough to climb over before the rain; the good, fresh smell in the air; the shiny leaves, the marigolds along the fence that have perked up since the rain. Then suggest a few follow-up activities:

- Ask two children to bring a ruler out and measure how deep the water is in a coffee can left outside in the sandbox. Is the water in the can as deep as the water in the puddle? (Measure and find out.) How long will it take the puddle to dry up? "Who will check on the puddle every morning and tell us when it's gone?" "Who wants to make a record of how many rainy days we have this month?"

- Sprout some seeds likely to grow successfully (radishes, beans, marigolds) in milk cartons. Set some of the plants outside where the only water they get will be rainwater; put some on a sunny windowsill, others away from the window, and have children water at different intervals. Which grows best? Try sprouting some seeds in only water, no dirt.

- Note that the back step is dry already, the grass still wet, and talk about how some things absorb water (especially sponges and paper towels) and others keep water out (like duck feathers or umbrellas or window panes). Let children see how plants absorb water by putting a stalk of celery in a glass of colored water. Put a corner of a blotter and a paper towel in the colored water and see what happens. If you have an outside clothesline or railing, let children dip a variety of objects (doll clothes, washcloth, newspaper, sponge, mitten, etc.) and make predictions: which will dry first? last? Then inspect and see what happens.

What else absorbs water? Foods, like rice, oatmeal, macaroni, spaghetti, beans, noodles, dried prunes. Have children see what happens when they put a handful of each of these in separate jars of cold water: Then try soaking the same items in boiling water for a few minutes. Talk with the children about how heating the water made a difference.

- Bring in some fleshy fruits or vegetables (orange, piece of watermelon, tomato) and demonstrate (with the blender or by squeezing) that some plants not only absorb water but hold it. Measure the liquid.

Begin with Baby Bathtub

There are several ways you can set up a water area indoors. Bring in a baby bathtub, plastic rowboat or washtub and a good-sized heavy duty plastic sheet, find a place for it as near the sink as possible and out of traffic. Have some old bath towels on hand, a mop and one or two really big sponges — there *will* be some spills. If you plan to

have some water activity outdoors, have a place where children can get muddy feet hosed off before they come inside.

It's important to set some ground rules at the start: that you expect children not to splash each other; that they will help mop up spills (they'll probably enjoy it more than you do!); that everyone can't be at the water corner at the same time, but *will* get a turn.

At first you'll probably want to start small, with just a few children and not too much water. You may want to do water activities only two or three days a week. But once you get organized and underway, there's no reason why water play can't be just another free play activity, available any time. (Mothers or other volunteers can help supervise.) Start collecting all kinds of things to use: small lengths of hose, funnels, blocks, sponges, a meat baster, medicine droppers, sieves, corks, siphons, cans and jars of all sizes.

Have children look around the playground and the school and collect all sorts of different objects to test out in the water: leaves, paper plates, popsicle sticks, sticks, stones, corks, nails, peanuts, blocks of different shapes, pencils, crayons, nuts, egg shells, fruits, straws, aluminum pie plates, balloons (filled and deflated), bark, etc. Let children come up (two or three at a time), pick out a few objects, predict whether or not they will float, and then after testing, put into a floating pile or sinking pile.

When all the objects have been sorted, inspect the two piles. Do the floating objects have anything in common? the sinking? Ask the children for their ideas on why an object did or didn't float (because of weight, material or shape?); help the children test their ideas.

Boats Float

Why not follow up your floating/sinking activities with a boat-making project? If the children are old enough to be interested, try to find some pictures of canoes, rafts, floating logs, sailboats, etc. Talk a bit first about why different types of boats are especially good for certain places and certain jobs. For instance, you could point out that rafts are clumsy on lakes or slow-moving water but fine for rivers where the current will carry them downstream; that canoes are not only shaped to cut through the water easily, but are lightweight (explain how the Indians who used them had to be able to carry them across land).

Set out some boatbuilding materials near the water area, along with a collection of books and pictures. Include corrugated cardboard, plastic or styrofoam meat trays, aluminum pie pans and frozen food trays, walnut halves, orange peels, odd pieces of wood, grasses and twigs and string or rubber bands to tie them together with, paper baking cups, bark and broad leaves. You might suggest that the children make a land and water model using a sandbox or outdoor water table and a hose. Lakes can be made by running water in a depression in the sand lined with plastic or foil. Invite the children to sail their "boats."

Talking Comes Naturally

Water play offers all kinds of good opportunities for language development as children work together in small groups, doing something that's interesting and fun. Besides eliciting conversation, water play is a starting point for using and learning new words.

- Look up some of the many books, poems, finger plays and songs related to water. Use some of these to stimulate children to try making up their own rhymes, songs and stories.
- Talk about different ways water can sound (drumming, splashing, roaring, bubbling, dripping); how water can look (muddy brown, slimy, clear, sparkling, foamy, green); or feel (hot, lukewarm, tingling, icy).
- If you can, bring in a conch shell for children to hold to their ears. Has anyone been to the seashore? Seen a waterfall? Sailed paper boats in a gutter after a storm? Been to a desert where there's hardly any water at all? Ask the children to think of all kinds of different things they can do with water (drink it, splash in it, turn it into Jello, cook with it, wash clothes, make their gardens grow).
- Collect glasses or pop bottles and let children fill them to different levels. Then tap each glass or bottle with a stick and listen to the different sounds.

--By Mary Glockner, Helen Shapira and Mima Spencer

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Sex Role Development In Young Children

Sally's parents don't believe in sex role stereotyping. Sally's crib blanket was yellow, not pink. She got a dump truck instead of a tea set for her third birthday and at age 4 her favorite sport is playing Star Wars in the back yard with the boys next door.

Matt's mother and father are also opposed to sex role stereotyping. They make a point of never saying "You're a big boy now, you mustn't cry," because they want Matt to learn to express his feelings. They encourage dramatic play and think it's a good idea to let boys have dolls to hug and care for. But (although they might not admit it) they still feel just a bit uneasy when Matt chooses a long dress — instead of the old army uniform or Indian jacket — from the dressup box or carries around his sister's Barbie doll instead of GI Joe.

Many parents agree that reducing the pressures resulting from rigid sex role stereotyping would allow both boys and girls greater freedom to choose behaviors, activities and careers geared to their personalities and interests rather than to traditional societal expectations.

There is little agreement, however, on what constitutes an *optimum* amount of sex role typing. How much is enough? How much not enough? These are tough questions which tend to bring to the surface a variety of complex, contradictory feelings arising from personal experience but involving the whole structure of society. And more questions are generated:

- Will freeing up children from rigid sex role typing be likely to strengthen their social and emotional well-being? Or might the lack of clear-cut sex roles be confusing to children and only add to their anxieties? Will boys still know they are boys and girls think of themselves as girls? What happens to "unisex" children when they reach puberty?
- Do we really want to move toward an *androgenous* society — one which allows males and females to freely choose their own individual roles and modes of personal behavior? We're willing to have women wear men's clothing and tackle most of the jobs traditionally considered to be in the male bailiwick. Are we equally willing for men to encroach into "female" territory? If we aren't, are we playing fair?
- Who's going to bring up the children if society increasingly rewards women for pursuing career-oriented goals and downgrades the childrearing role? Will men, relieved of being sole family provider, be willing to share equally in child care? Can part-time work arrangements be made to allow both men and women time at home with the children? Or will it become the norm for most children to spend their early years in day care?
- What is the appropriate role of the school in attempting to change children's attitudes toward sex roles? What if parents don't agree that androgeny is a desirable goal? Should schools then

attempt to influence parents' attitudes, or would this violate the rights of parents who are satisfied with the way things are?
- Can sex role differences ever be eliminated completely? Aren't there real physiological differences between males and females which account for many of the traditional sex role expectations?

An overview of current theory and research related to such issues is presented in a new ERIC/ECE publication titled *Sex Role Socialization in Early Childhood.**

Focusing on the influence of the family, the mass media and the school on children's sex-role development, the paper also discusses how the school contributes its own sex-typing and its role in counteracting the sex-typed attitudes of its students. Implications for school programming, recommendations for further research, and a list of more than 150 references is also included.

Written by Janet Bowermaster, Elaine Jacobson, Lilian G. Katz and Louise Kessel, the paper was partially supported by funds from the Women's Equity Division of the Office of Education. Most of the research examined by the authors was conducted between 1970 and 1977.

A few of the findings:

Sex Differences

- There is a strong, consistent evidence that at least by age 2½, boys are more aggressive than girls, and that by age 3 boys are probably more active than girls (particularly in the presence of peers).
- Boys appear to be more sensitive to peer group influences than girls are.
- There is tentative evidence suggesting that girls are more compliant with adult demands and more dependent upon the appraisal of adults than boys are.
- By age 2 or 3, both sexes show sex-typed toy and activity preferences.
- Boys are sex-typed earlier and more strongly than girls.

Family Influences

- Boys seem to be pressured more than girls to choose sex-appropriate toys and activities, and receive many more negative responses from their parents for behaving in sex-inappropriate ways.
- Research seems to indicate that parents begin to exert sex-typing pressure via toy and activity selection before their children reach age 3. Their toy

choices seem to be geared to emphasizing trait differences between boys and girls.

- Some research seems to suggest that boys are significantly more curious, adventurous, manipulative and/or exploratory than are girls. One reason for this may be that "masculine" toys tend to be more complex, active, and social, "feminine" toys more simple, passive and solitary.

- Research on the play behavior of children under 14 months found no sex differences between boys' and girls' interest in manipulable or soft furry toys. Yet studies of children over age 2 and 3 repeatedly show sex differences, with girls preferring domestic type toys and art work and boys preferring trains, cars and blocks. (Curiously enough, there are few studies of children's behavior between the ages of 14 months and 2 years, exactly the time when sex-typing seems to take place.)

- Fathers and mothers tend to differ in their emphasis on cognitive achievement in boys and girls: fathers seem to be more concerned about achievement in their sons; mothers tend not to differentiate between boys and girls in pressure for achievement.

- Fathers appear to be the primary promoters of sex-typed behavior in their children.

- Some tentative evidence suggests that parents restrict daughters more than sons in regard to dangerous behavior and spatial mobility. But there is no clear evidence to show that parents foster dependency in their daughters and independence in their sons.

- Girls whose mothers are employed are apparently less sex-typed, more anxious to model their mothers, and more likely to view women as competent than girls whose mothers are not employed.

- A *moderate* degree of father dominance in a family has been found to be associated with emotional well-being in children. But it appears that extreme dominance by either parent is not good, and that mother dominance may be especially unhealthy.

- Mother dominance seems to have a marked effect on boys, lowering their tendency to imitate their father, and thus their masculine orientation. But father dominance doesn't seem to lower the femininity of girls.

School Influences

- There is strong evidence that children come to school already sex-typed.

- The role expected of a "good pupil" tends to coincide to a large degree with the traditional role expectations for girls — but not for boys.

- There is some evidence that teachers tend to reinforce feminine behaviors in both boys and girls, and that boys who choose not to adopt the more feminine pupil role may become alienated from school.

- Boys tend to learn to rely on the approval of peers (who reinforce masculine behaviors) rather than on teachers who reinforce feminized behaviors.

- There is some evidence to suggest that boys tend to receive teacher criticism directed to their *conduct* rather than their academic performance. This may make it more likely that boys attribute task failure to lack of effort rather than to lack of ability.

- In contrast, because girls tend to follow directions and are generally more conscientious in school, they are more likely to attribute school failure to lack of ability.

- There is no clear indication from research that male teachers promote a more masculine pupil role than female teachers do.

- Attempts to promote change in children's attitudes toward sex roles have had some success with girls, but virtually none with boys. —*mg*

*The complete report is available as ERIC document number ED 148 472; a companion bibliography is ED 148 473.

FAMILY DAY CARE NEWSLETTER

Clearinghouse on Early Childhood Education

Vol. 1, No. 1, March 1978

a cooperative effort of the Illinois Department of Children and Family Services and the ERIC

If you're a licensed family day care mother or have applied for a license in Champaign, Clark, Coles, Cumberland, Douglas, Edgar, Ford, Iroquois or Vermillion County, this quarterly newsletter is for you.

The care you give is very important to the growth and development of the children who spend their days with you. We hope you'll find the ideas in this newsletter helpful.

YOU CAN DEDUCT . . .

Did you know that you can take a business deduction from your taxes for parts of your household expenses, such as:

- gas and electricity
- rent
- certain repairs, like repainting a room or mending a leak in the roof
- wear and tear on your property
- insurance.

A new tax law permits you to take these deductions even if you used the same parts of your home for day care and for non-business purposes.

If someone helps you with your taxes, be sure to mention these deductions to him or her. Everyone may not be aware of the new law.

For more information on deductions, you can order the free IRS tax publication #587, "Business Use of Your Home," by calling the IRS toll-free number (1-800-252-2921).

Use the same phone number to ask any questions that come up as you fill out your tax forms.

For more on taxes, see page 2.

QUIET TIME

When the normal noise of children playing together gets to you, ask the children to be as quiet as little mice, tiptoeing around the house. (Tiptoe yourself to set an example.)

Whisper to get attention. Kids have to quiet down to hear you.

News and Cues

PARENTS CHOOSE FAMILY DAY CARE

Statistics show that nearly four times as many children are cared for in family day care homes as in day care centers.

Here are the figures for the three most popular kinds of child care:

care in child's own home or by a relative . . .	61%
family day care	31%
center care	8%

- from Young Children, Jan. '78, p. 13

TAX HINT

Want to make it easier to do your taxes next year? Now is the time to start keeping track of:

- *children's attendance*
- *payments from parents*
- *bills for telephone, gas, electricity*
- *food costs*
- *costs of toys, materials and supplies.*

If you'd like forms to make record-keeping easier, you can get them from your licensing representative.

From your licensing representatives

PLANNING WITH PARENTS

A parent often drops off her child 20 minutes earlier in the morning or picks up her child 30 minutes later than she's supposed to at the end of the day.

Setting out some rules in advance may help prevent this problem. The required pre-placement visit before you accept a child for care is a good time to discuss your rules with parents. A written list of rules could include hours that you are available for child care, time and amount of payment, clothes that parents must bring for the child, etc.

Thorough planning with parents will help the child adjust and avoid possible misunderstandings with parents. See Licensing Standards, page 21, Regulations 33, 34, 35.

Karen Brown
Billie Campbell
Helen Lateer

SHOWING YOU CARE

It can mean a lot to Patti's mother if you spend just a minute or two talking with her when she picks up Patti before supper. She's anxious to know what Patti did during the day, how she gets along with the other children, and so on. It's nice for her to know you care.

***

Take time to talk with each child every day. You can ask what they did last night, which story they want to hear, what they saw on T.V. It's important for a child to feel you care about him or her, and talking together gives the child a chance to tell you what he or she is thinking about.

Super Suggestions

This space in the newsletter will be for ideas you'd like to share with other day care mothers or questions you'd like answered. Tell them to your licensing rep.

* One day care mother encourages parents to pay in advance by giving them a cash discount. For example, if your rate is $20.00, parents pay only $18.50 if they bring the money with the child on Monday morning.

* Want the children to help clean up before mealtime? Make it a game. Set a timer and let the kids race to pick up all the toys before the bell goes off.

UNDERCOVER FUN

Sometimes children need a place to be by themselves during the day--a private place where they can daydream or play with a favorite toy.

Drape a couple of sheets or an old blanket over a table top or the backs of two chairs. Use big safety pins to keep the sheets from slipping.

The hideaway might be shared with a friend or it could become a space ship, house, pirate's den or almost anything else.

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WINTER GAMES

Drip, drip

On winter days, it's fun to bring an icicle or snow inside and let the children guess how long it will take to melt, or how much water will be left when it's all melted. Then you can pour the water into a measuring cup and let everyone see how much is left.

Who's got the mitten?

Winter's a good time for a mitten hunt. In the morning have the children trace, color and cut out paper mittens. At nap time, hide the mittens somewhere around the room. When nap time's over, the children can hunt for a matching pair.

FAMILY DAY CARE NEWSLETTER

a cooperative effort of the Illinois Department of Children and Family Services and the ERIC Clearinghouse on Early Childhood Education

Vol. 1, No. 2, June 1978
Urbana, IL 61801

If you're a family day care mother in Illinois, this quarterly newsletter is for you. The newsletter is a pilot project of the ERIC Clearinghouse on Early Childhood Education, and is prepared by clearinghouse staff members in cooperation with the Illinois Department of Children and Family Services.

We hope the ideas in this newsletter will be helpful to you in your important job of caring for children.

Question: What no-cost indoor/outdoor "equipment" provides as much fun as the most expensive toy you could buy for your day care kids?

Answer: Cardboard cartons--the bigger the better? (The cartons TV sets come in are great.) There are dozens of things children can do with boxes. For instance:

.throw balls into them

.crawl into and over them, jump off them

.decorate them with crayons or paint

.play house in them (or police station, firehouse, school, space station). Cut a door in one side and add a window or two. Or set two boxes side-by-side and make a connecting door so kids can crawl through both rooms.

If some of your friends work where things are packaged in cartons or boxes, ask them to save empty ones and bring them to you.

It means a lot to parents to hear something nice about their children when they come to pick them up at the end of the day. (Such as Janie helped me plant some marigolds today; Jeff "read" a picture book to the two youngest children; Jason almost learned to tie his shoe.)

But if Lisa--who's usually easy-going and happy--seemed crabby and less perky than usual, you might want to let her mother know.

Does one of your day care children cry at the least little thing? Show him that you understand his feelings, but that you don't think crying helps very much.

Point out how tall he's growing and how many things he can do now that he's not a baby any more. Ask him to help you to feed the dog, put away the blocks or vacuum the rug. Sometimes giving a child something to do or reminding him of what he can already do restores his confidence in his own ability to cope.

HEAD FOR THE LIBRARY

Going to the library makes a nice outing on a pleasant summer day. Many libraries have special puppet shows or story hours--you may want to call ahead and find out when they are scheduled.

Let the older preschoolers help you pick out some books to take back and read later. (They'll be especially eager to have you read the books they picked out themselves.)

The librarian can help you select the books and can also explain to the children how to care for them Plan to keep the library books in a special place out of reach of the youngest children (except when you're with them).

SUMMER COOLERS

Peel a banana or two. Cut in halves or thirds, push a popsicle stick into each section, and wrap individually with foil or plastic wrap. Tuck away in your freezer for a cool surprise on a hot day.

Freeze a can of fruit. (If possible, get fruit packed in light or natural syrup.) When frozen, run the can under the hot water tap to loosen the fruit, put fruit into blender*, and blend until suitably slushy for a refreshing drink.

*A strong arm and a potato masher work fine if you don't have a blender.

Notes from your licensing representatives

Summer means more time spent in the great outdoors, especially after the rugged winter we've had in Illinois.

Children should be supervised and protected around swimming and wading pools, construction areas and traffic. Broken play equipment and litter left from winter can provide hazards.

You may want to have an assistant go with you to the park or help you supervise the children in your own yard.

Please refer to Standards 23 and 29 for a safe, happy summer in 1978.

Be sure to find out if your substitute may be planning to go on vacation. Remind her to let you know ahead of time--even if she's just going away for a couple of days. Make arrangements for another substitute if necessary, and be sure you have names, addresses and phone numbers of any substitutes filed in a handy place.

Karen Brown
Billie Campbell
Helen Lateer

WATER, WATER

On hot days nothing is more appealing to kids than water play. Ask parents to send along a bathing suit or trunks (or any old pair of shorts and extra shirt). If you have a garden hose or sprinkler, children can take turns running through the spray.

A baby's bathtub or large dishpan filled with water can provide a lot of cooling fun. Collect some frozen food trays, popsickle sticks, cords, funnels, cups and plastic dishes for dipping and floating.

If you fill the wading pool early in the day, the sun will help warm it up. Be sure to empty the water every day for safety and good sanitation. (Let the children help you water the garden as you empty the pool.)

REMEMBER: YOU MUST WATCH CHILDREN AT ALL TIMES DURING WATER PLAY. EVEN THE SHALLOWEST POOL OR TUB CAN BE DANGEROUS FOR SMALL CHILDREN.

Super Suggestions

This space in the newsletter will be for ideas you'd like to share with other day care mothers or questions you'd like answered. Tell them to your licensing rep, or ERIC/ECE 805 West Pennsylvania Avenue, Urbana, IL 61801.

Here's how I make finger jello, a handy snack for children:

2 1/2 cups boiling water
3 packages of fruit jello
4 envelopes unflavored jello

Mix until jello is dissolved. Refrigerate and cut into small squares. This gelatin won't melt when eaten by hand.

Carol Walters
Charleston, IL

Keep a list of children's names and addresses and information on how to contact their parents in the glove compartment of your car as well as at home. Then in case of an accident while transporting the children, this information will be readily available.

Eleanor Stewart
Urbana, IL

Do you know someone who has an old garden hose that's ready for the trash bin? Rescue the hose right away. Cut off the metal couplings and push a funnel in each end. Let one child talk into one end of the hose while another holds the hose to his ear. (If the hose is long enough, it's more fun if it can curve around the corner so that the two don't see each other.)

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BE READY FOR TORNADOES

Since the tornado season is here again, it's a good idea to think about what you and the children would do if there's a warning in your area.

A Tornado Watch means that there might be a tornado.

A Tornado Warning means that a tornado has actually been spotted in the area. You should take a warning seriously.

If you have a basement, that's the best place to be in a tornado.

If you don't have a basement, have the children crouch down on the floor along an inside wall away from windows (under a table or heavy piece of furniture if possible.)

Planning ahead will help you keep calm and act fast if you have to.

Suggest some songs or play a game while you're waiting so both you and the kids will be less anxious.

DRESSING FOR OUTDOOR PLAY

If you have a mother who regularly dresses her child in good clothes, you might suggest that jeans or shorts might be better now that the children will be playing outdoors a lot.

It's good for children to run, climb, crawl, dig and get plenty of exercise. But a child who is afraid he will be scolded for getting dirty may not feel free to take part in outdoor activities.

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EARLY CHILDHOOD RESOURCES #4*

Ideas for the Classroom

Crafts for the Classroom, by L. D. Clepper, Jr. Macmillan Publishing Co., Inc., 866 Third Ave., New York, NY 10022. (1977)
Why and how to use crafts with children aged 3-12. Ideas for doing macrame, pottery, painting, sculpture, stitchery, paper folding, etc.

Kids' America, by Stephen Caney. Workman Press, 1 West 39 St., New York, NY 10018. (1978)
Ideas about interesting and off-beat things to do, intriguing games and puzzles to make, food to cook--plus bits of history and incidental information about American life.

Resources for Creative Teaching in Early Childhood Education, by Bonnie Flemming, Darlene Hamilton, and JoAnne Hicks. Harcourt Brace Jovanovich, Inc., 757 Third Ave., New York, NY 10017. (1976)
A 600-page treasury of activity ideas, suggestions for integrating activities into the curriculum and introducing concepts to children, many lists of suggested books, records and films, and more.

Music for Fun, Music for Learning, Second Edition (For Regular and Special Classrooms, by Lois Birkenshaw. Holt, Rinehart and Winston of Canada, Ltd, 55 Horner Ave., Toronto, Ontario M8Z 4X6. (1977)
A 266-page spiral-bound book offering suggestions for rhythm and listening activities, teaching songs, using poems with movement, etc. Many folk songs, singing games included.

The Urban Environment: A Teacher's Guide, by Phyllis S. Busch. J. G. Ferguson Publishing Co., 111 E. Wacker Dr., Chicago, IL 60601. (1975)
Science and social studies activities geared specifically for urban children. Includes ideas for extending school lessons into the home.

The Liberty Cap: A Catalogue of Non-Sexist Materials for Children, compiled by Enid David. Academy Press Limited, 360 N. Michigan Ave., Chicago, IL 60601. (1977)
Short reviews of more than 600 picture books, easy readers, fiction and non-fiction for readers in grades 3-10 and books for young adults; includes additional resources for parents and professionals.

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*Resources listed are not available from ERIC/ECE but may be ordered from the publishers noted. Those with ERIC Document (ED) numbers may be ordered from the ERIC Document Reproduction Service (see page 4).

Selecting Educational Equipment and Materials: For School and Home. Association for Childhood Education International, 3615 Wisconsin Ave., NW, Washington, DC 20016. (1976)

Discusses criteria for selecting materials, suggests types of equipment and materials suitable for infant and preschool programs and kindergarten, elementary and middle school classrooms.

Books for Children. Association for Childhood Education International, 3615 Wisconsin Ave., NW, Washington, DC 20016. (1977)

An annotated bibliography of children's books (fiction, non-fiction, poetry, reference) selected by an ACEI review committee and categorized by broad age level and type of book.

Play and Playing Processes of the Young Child in Early Education Programs: A Piagetian Analysis, by Thomas Yawkey and Steven Silvern. Available through ERIC: ERIC Document No. ED 144 717, 27p. (1977)

Reviews Piaget's stages of play and discusses the implications of play for early childhood education.

Parallel Goals of the Early Childhood Music Program, by Veronica Cohen. Available through ERIC: ERIC Document No. ED 133 060, 13p. (1974)

Offers suggestions for teaching singing and listening skills and encourages musical activity and self-expression.

Food and Nutrition Supplementary Resources: A Selective Annotated Bibliography for Elementary Schools, K-6, compiled by the Minnesota State Department of Education, St. Paul, MN. Available through ERIC: ERIC Document No. ED 142 305, 17p. (1977)

A categorized list of books on food, nutrition and related topics.

Focus on Day Care

Activities for School-Age Child Care, by Rosalie Blau and others. National Association for the Education of Young Children, 1834 Connecticut Ave., NW, Washington, DC 20009. (1977)

Ideas for arts and crafts, cooking, puppets, dramatic play for family day care programs as well as centers.

The Infant Center: A Complete Guide to Organizing and Managing Infant Day Care, by Emily Herbert-Jackson and others. University Park Press, 233 E. Redwood St., Baltimore, MD 21202. (1977)

Family Day Care: Resources for Providers, by Betsy Squibb. Amy Squibb, Director, Shaker Rd., Harvard, MA 01451. (1976)

Useful information for day care mothers on nutrition, working with parents, children's activities, community resources, etc.

The New Extended Family: Day Care That Works, by Ellen Galinsky and William H. Hooks. Houghton Mifflin Co., Boston, MA. (1977)

More than a dozen examples of good child care programs of various types.

For Teachers, Parents and Caregivers

Mothering, by Rudolph Schaffer; Play, by Catherine Garvey; Distress and Comfort, by Judy Dunn; and The Psychology of Childbirth, by Aidan Macfarlane. The Developing Child Series, Jerome Bruner, Michael Cole and Barbara Lloyd, Eds. Harvard University Press, Cambridge, MA 02138. (1977)
Interesting, useful information resulting from research findings.

T.S.K.H.: Tickle Snug Kiss Hug; Exercises and Tricks for Parent-Child Fun, by Betty May. Paulist Press, 545 Island Rd., Ramsey, NJ 07446. (1978)
Ideas for having fun with young kids (and often getting some exercise and physical conditioning along the way).

Parents' Yellow Pages, by The Princeton Center for Infancy, Frank Caplan, Ed. Anchor Books, Anchor Press/Doubleday, Garden City, NY. (1978)
Lists organizations, books, pamphlets, catalogues, private and public agencies, etc., that provide services and information for parents of young children.

Children Learn by Watching and Helping; Help Your Children Cope with Frustration, Practice What You Teach, Expect the Best from Your Children, Read to Your Child, Praise Your Children, Pay Attention to Your Children. Positive Parent Series. The Early Childhood Program, Southwest Educational Development Laboratory, 211 E. 7th St., Austin, TX 78701. (1976)
Short easy-to-read pamphlets for parents.

Baby to Parent, Parent to Baby: A Guide to Developing Parent-Child Interaction in the First Twelve Months, by Ira J. Gordon, St. Martin's Press, 175 Fifth Ave., New York, NY 10010. (1978)
Emphasizes the importance of the parent/child relationship during the first year; suggests specific activities parents can try with their babies.

Child Health Encyclopedia: The Complete Guide for Parents, The Boston Children's Medical Center and Richard I. Feinbloom. Dell Publishing Co., 1 Dag Hammarskjold Plaza, New York, NY 10017. (1975)
Background readings on child health from infancy through adolescence, plus more than 400 pages of information on specific childhood diseases and conditions.

A Sigh of Relief, produced by Martin I. Green. Bantam Books, Inc., 666 Fifth Ave., New York, NY 10019. (1977)
Clear instructions (accompanied by drawings illustrating step-by-step procedures) for treating childhood injuries and illnesses.

Learning Experiences at Home: Reinforcement for the Intermediate Grades, by George K. Tregaskis and others. Available through ERIC: ERIC Document No. ED 145 924, 111p. (1977)
Inexpensive, simple learning activities parents can provide for their children at home in areas of reading, writing and math.

How to Discipline with Love: From Crib to College, by Fitzhugh Dodson. Rawson Associates, 630 Third Ave., New York, NY 10017. (1977)
Suggests strategies of discipline appropriate to use with children at various stages of development.

The Dynamics of the One Child Family: Socialization Implications, by Bernice Eiduson. Available through ERIC: ERIC Document No. ED 130 785, 13p.
Discusses the benefits and drawbacks of the one-child family.

For Adults to Read with Children

Decisions, Decisions, Decisions, by Barbara Polland. Celestial Arts, 231 Adrian Rd., Millbrae, CA 94030. (1976)
Provocative questions ("What will you do if your friends all decide to steal?") designed to encourage adult/child discussion about decision making. Excellent photos accompany text.

When People Die, by Joanne E. Bernstein; Stephen V. Gullo. E. P. Dutton, 201 Park Ave., S., New York, NY 10003. (1977)
Sensitive, easy-to-read text dealing with many of the questions children ask about death and burial.

Two Homes to Live In: A Child's Eye View of Divorce, by Barbara Shook Hazen. Human Sciences Press, 72 Fifth Ave., New York, NY 10011. (1978)
Comforting yet realistic reading for young children experiencing the process of divorce.

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Current ERIC Resources on

SCREENING, READINESS AND DIAGNOSTIC PROGRAMS IN EARLY CHILDHOOD

Journal Articles

Lavine, Stephen B. "A Diagnostic-Prescriptive Computer Program for Pupil Screening." Educational Technology, Aug. 77, Vol. 17, No. 8, p. 37.

Cochrane, Kathleen J. "Reading Readiness Tests: A Survey of Current Trends." Exceptional Child, Jul. 76, Vol. 23, No. 2, pp. 119-127.

Young, Alice; Schleicher, Isabel. "Watching for Developmental Lags and Disabilities." Day Care and Early Education, May-Jun. 77, Vol. 4, No. 5, pp. 21-22.

Tonn, Martin. "Look and Listen." Day Care and Early Education, Sep.-Oct. 76, Vol. 4, No. 1, pp. 21-22.

Monteith, Mary K. "Screening and Assessment Programs for Young Children: Reading Readiness and Learning Problems. An ERIC/RCS Report." Language Arts, Nov.-Dec. 76, Vol. 53, No. 8, pp. 920-924.

Colligan, Robert C. "Prediction of Kindergarten Reading Success from Preschool Report of Parents." Psychology in the Schools, Jul. 76, Vol. 13, No. 3, pp. 304-308.

Margolis, Howard. "The Kindergarten Auditory Screening Test as a Predictor of Reading Disability." Psychology in the Schools, Oct. 76, Vol. 13, No. 4, pp. 399-403.

Telegdy, Gabriel A. "The Validity of IQ Scores Derived from Readiness Screening Tests." Psychology in the Schools, Oct. 76, Vol. 13, No. 4, pp. 394-396.

Buttram, Joan; And Others. "Prediction of School Readiness and Early Grade Achievement by Classroom Teachers." Educational and Psychological Measurement, Summer 76, Vol. 36, No. 2, pp. 543-546.

Brown, Nina W. "Non-Cognitive Characteristics in the Prediction of Reading Readiness." Educational and Psychological Measurement, Summer 76, Vol. 36, No. 2, pp. 537-542.

Vincent, Jerry; And Others. "Effects of the WIST Reading Readiness Program on First Grade Readiness and Later Academic Achievement." Journal of Educational Research, Mar. 76, Vol. 69, No. 7, pp. 250-253.

ERIC DOCUMENTS

Diagnostic and Educational Services. Austin, TX. (ED 144 275, 78p.) 1976.

Casey, Jean. Individualizing the Primary Program: A Report on the Santa Clara Inventory of Developmental Tasks. (ED 143 419, Hard copy not available from EDRS, 20p.) 1977. R. L. Zweig Associates, 20800 Beach Blvd., Huntington Beach, California 92647 ($2.50, plus postage).

Grever, Elizabeth. Report of a Health Screening Project in Pre-School Programs. (ED 139 536, 18p.) Feb. 1977.

Thurman, Richard L. The Peabody Mathematics Readiness Test: Investigations with Mentally Retarded Children. (B) PMRT and Teacher Ratings. (ED 139 136, 28p.) Apr. 1977.

Salez, Carole Joan. A Study of the Relationships Among the Visual Discrimination and Auditory Discrimination Measures Found in Five Reading Readiness Batteries. (ED 138 960, Not available from EDRS.) 1976. University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-25,581, MF $7.50, Xerography $15).

Classroom Screening. (ED 138 369, 38p.) 1977, and also Circle Preschool, 9 Lake Ave., Piedmont, Calif. 94611 ($1.50, plus $1.00 postage and handling).

Evans, Joyce S. Observational Checklists for Referral: Technical Report. Final Report. (ED 138 022, 103p.) Oct. 1976.

Zeitlin, Shirley. Uses and Abuses of Early Identification Programs. (ED 137 995, 12p.) 1976.

Aaronson, May; Phillips, Julie. Preschool Preposition Test: A Preliminary Report. (ED 137 404, 32p.) Apr. 1977.

Donovan, Margaret A. The Relationship Between Early Assessment and Adjusted Instructional Strategies in Reading for High Risk Learners. (ED 136 244, 40p.) 1976.

Strully, Cynthia F. Test Analyses: Screening and Verification Instruments for Preschool Children. Volume 1. (ED 135 856, 290p.) Jan. 1977.

Mardell, Carol; Goldenberg, Dorothea S. The Predictive Validation of a Pre-Kindergarten Screening Test. (ED 135 157, 21p.) Aug. 1976.

Ashlock, Patrick; Thompson, Glen. The Ashlock Tests of Visual Perception. Revised. (ED 135 146, 11p.) Aug. 1976.

McMurray, Georgia; Sims, Robert. Head Start/EPSDT Collaboration Evaluation: Final Report. Executive Summary. (ED 134 309, 29p.; For related documents, see ED 133 069 and ED 133 070.) Aug. 1976.

Ireton, Harold; And Others. Minnesota Child Development Inventory Identification of Children with Developmental Disorders. (ED 133 373, 16p.)

Martin, Eugene Frederick. Establish and Maintain a Child Service Demonstration Center for Children with Learning Disabilities. Fourth Quarterly and Final Progress Report to Health, Education, and Welfare. (ED 133 062, 40p.) Jul. 1976.

Hensley, Barry S. To Plan and Build a Diagnostic-Prescriptive Model for the Identification and Remediation of Developmental Immaturities in Students Entering Grade One. (ED 133 055, 96p.) Jul. 1976.

Moersch, Martha S., Ed.; Wilson, Ted Y., Ed. Early Intervention Project for Handicapped Infants and Young Children. Final Report, 1973-1976. (ED 132 804, 52p.) 1976.

Jordan, June B., Ed.; And Others. Early Childhood Education for Exceptional Children: A Handbook of Ideas and Exemplary Practices. (ED 132 788, 310p., Document not available from EDRS.) 1977. CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($10.00, Publication No. 148).

Yahraes, Herbert; Prestwich, Sherry. Detection and Prevention of Learning Disorders. (ED 132 750, 35p.) 1976. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.70, Stock No. 017-024-00524-0. (Minimum charge of $1.00 for each mail order.)

Hyman, Irwin A.; And Others. Developing Criterion Referenced Assessment for Head Start: Theoretical and Practical Considerations. (ED 132 201, 17p.) Sept. 1976.

Early Identification of Learning Disabilities and Suggestions to Assist Classroom Teachers in Program Design. (Implementation of Maryland State Law, House Bill 234). Grades: Kindergarten, 1, 2, and 3. Handbook. (ED 132 172, 72p.) 1976.

Colligan, Robert C. Ethics, Issues, and Procedures in School-Readiness Screening. (ED 131 915, 16p.) Sept. 1976.

Schopler, Eric; Reichler, Robert J. Psychoeducational Profile. (ED 131 090, 212p., Not available from EDRS.) 1976. Child Development Products, Division TEACCH, Dept. of Psychiatry, School of Medicine, Health Affairs, University of North Carolina, Chapel Hill, North Carolina 27514 ($12.50, $10.00 in quantity).

Wendt, Robert; And Others. Early Childhood Assessment: A Criterion Referenced Screening Device. Test Manual. (ED 129 869, 44p.)

Preschool Test Matrix: Individual Test Descriptions. (ED 129 041, 298p.) Mar. 1976. For related document, see ED 129 040.

Mauser, August J. Assessing the Learning Disabled: Selected Instruments. (ED 128 438, 89p., Not available from EDRS.) 1976. Academic Therapy Publications, 1539 Fourth Street, San Rafael, California 94901 ($4.25).

Metalitz, Beatrice R. A Comparison of Teacher Attitude Toward Two Methods of Identifying Children with Learning Problems: Informal Observation and Structured Observation. (ED 128 101, 172p.) May 1976.

van Doorninck, William J.; And Others. Infant and Preschool Developmental Screening and Later School Performance. (ED 127 754, 9p.) Apr. 1976.

Frankenburg, William K.; And Others. Implications of Early Screening for Later Development. Final Report. July 1, 1974 - February 26, 1976. (ED 127 753, 7p.) Jul. 1976.

ORDER INFORMATION: Order documents by ED number, specifying whether you want hard copy (HC) a paper copy of the original, or microfiche (MF), a transparent film card containing up to 98 pages of text per card. Document prices are subject to change; current prices are as follows:

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A Resource List on

SEX ROLE DEVELOPMENT IN YOUNG CHILDREN

Journal Articles

Bem, S. L. & Others. "Sex Typing and Androgyny: Further Explorations of the Expressive Domain." Journal of Personality and Social Psychology, 1976, Vol. 34, No. 5, pp. 1016-1023.

Birns, B. "The Emergence and Socialization of Sex Differences in the Earliest Years." Merrill-Palmer Quarterly, 1976, Vol. 22, No. 3, pp. 229-254.

Block, J. H. "Issues, Problems, and Pitfalls in Assessing Sex Differences: A Critical Review of "The Psychology of Sex Differences."" Merrill-Palmer Quarterly, 1976, Vol. 22, pp. 283-308(b).

Condry, J., & Dyer, J. "Fear of Success: Attribution of Cause to the Victim." Journal of Social Issues, 1976, Vol. 32, No. 3, pp. 63-82.

Frieze, I. H.; Ramsey, S. J. "Non-Verbal Maintenance of Traditional Sex Roles." Journal of Social Issues, Summer 1976, Vol. 32, No. 3, pp. 133-142.

Britton, G. "Danger: State Adopted Texts May Be Hazardous to Our Future." Reading Teacher, 1975, Vol. 29, No. 1, pp. 52-58.

Federbush, M. "The Sex Problems of School Math Books." In J. Stacey, S. Bereaud, & J. Daniels (Eds.), And Jill Came Tumbling After: Sexism in American Education. New York: Dell Publishing Co., 1974.

Dweck, C. "Children's Interpretation of Evaluative Feedback: The Effect of Social Cues on Learned Helplessness." Merrill-Palmer Quarterly, 1976, Vol. 22, No. 2, pp. 105-109.

Flerx, V., & Others. "Sex Role Stereotypes: Developmental Aspects and Early Intervention." Child Development, 1976, Vol. 47, pp. 998-1007.

Guttentag, M., & Bray, H. Undoing Sex Stereotypes. New York: McGraw-Hill, 1976.

Lee, P. C. "Reinventing Sex Roles in the Early Childhood Setting." Childhood Education, 1976a, Vol. 52, No. 4, pp. 187-191.

Vroegh, K. S. "Sex of Teacher and Academic Achievement: A Review of Research." Elementary School Journal, 1976, Vol. 76, No. 7, pp. 389-405.

Kelly, J., & Worell, L. "Parent Behaviors Related to Masculine, Feminine, and Androgynous Sex Role Orientations." Journal of Consulting and Clinical Psychology, Oct. 1976, Vol. 44, No. 5, pp. 843-851.

Miller, S. M. "Effects of Maternal Employment on Sex-Role Perception, Interests and Self-Esteem in Kindergarten Girls." Developmental Psychology, 1975, Vol. 11, pp. 405-406.

*ERIC Documents from Resources in Education**

Gold, Dolores; And Others. Male Teachers and the Development of Nursery-School Children. (ED 145 965, 18p.) 1977.

Seegmiller, Bonni R. Measuring Sex Role Development: A Comparison of Two Methods. (ED 144 985, 13p.) Apr. 1977.

Lockheed, Marlaine E., Comp., And Others. Sex Discrimination in Education: A Literature Review and Bibliography. (ED 144 976, 90p.) May 1977.

Knowles, Don; Langhelt, Syd. Boys in Primary School. (ED 144 714, 123p.) 1976.

Robinson, Bryan E. Sex-Typed Attitudes, Sex-Typed Contingency Behaviors, and Personality Traits of Male Caregivers. (ED 140 948, 17p.) Mar. 1977.

Fagot, Beverly I. Sex Determined Parental Reinforcing Contingencies in Toddler Children. (ED 136 919, 13p.) Mar. 1977.

Tremaine, L.; And Others. Gender Knowledge and Sex-Role Stereotypes in Young Children: A Critical Review and Integration. (ED 130 802, 24p.) Apr 1976.

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Recent Resources on

CHILD ADVOCACY AND CHILDREN'S RIGHTS

A NEW ERIC/ECE PUBLICATION

Children's Rights and Child Advocacy: An ERIC Abstract Bibliography (#174, 34p., $2.50). Cites ERIC documents and journal articles. Available from ERIC/ECE.

NEWSLETTERS AND JOURNALS

Amicus. National Center for Law and the Handicapped, 1235 N. Eddy St., South Bend, IN 46617. (Free, bimonthly).

Child Protection Report. A Biweekly National Letter on Programs to Prevent Child Abuse and Neglect. 1301 20th St., NW, Washington, DC 20036. ($45/yr. for individuals; $65 for agencies and organizations)

Child Welfare. Child Welfare League of America, Inc., 67 Irving Place., New York, NY 10003. (Monthly, $10.00)

Children's Rights Report. Juvenile Rights Project, American Civil Liberties Union Foundation, 22 E. 40th St., New York, NY 10016. ($15/yr, 11 issues).

Clearinghouse Review. Legal Services Corp., National Clearinghouse for Legal Services, 500 N. Michigan Ave., Suite 1940, Chicago, IL 60611. (Monthly, different rates available)

INDIVIDUAL ARTICLES

"You Have New Rights-Use Them!" special issue of Closer Look, Fall 1977, National Information Center for the Handicapped, Box 1492, Washington, DC 20013. (free)

Hyman, Irwin A., et.al. "Paddling, Punishing and Force: Where Do We Go From Here?" Children Today, Vol. 6, No. 5, pp. 17-23, Sept/Oct. 1977.

Boulding, Elise. "Children's Rights," Society, Vol. 15, No. 1, Nov/Dec. 1977, pp. 39-43.

Fink, Joel; Sponseller, Doris. "Practicing for Child Advocacy," Young Children, Vol. 32, No. 3, pp. 49-54, Mar. 1977.

Coons, John E. "Law and the Sovereigns of Childhood," Phi Delta Kappan, Vol. 58, No. 1, pp. 19-24, Sept. 1976.

BOOKS AND PAMPHLETS

Schimmel, David; Fisher, Louis. The Rights of Parents in the Education of Their Children, National Committee for Citizens in Education, Columbia, MD, 1977. (#108, $2.95).

Proceedings: Conference on Corporal Punishment in the Schools: A National Debate, School of Social Relations, Educational Equity Group, National Institute of Education, DHEW, Washington, DC 20208, 1977 (free)

Sussman, Alan. The Rights of Young People, Avon Books, 959 Eighth Ave., New York, NY 10019 ($1.50, 1977).

Senn, Milton J., Speaking Out for America's Children. Yale University Press, 92A Yale Station, New Haven, CT 06520 1978, $4.95 paper

Steiner, Gilbert Y., The Children's Cause. The Brookings Institution, 1775 Massachusetts Ave., NW, Washington, DC 20036 $3.95 ppb, $9.95 hardback, 1976.

The Rights of Children. Harvard Educational Review, Reprint Series #9. Longfellow Hall, 13 Appian Way, Cambridge, MA 02138 1974, $12.00 cloth, $6.50, paper.

The Children's Political Checklist. Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln St., Denver, CO 80295. 1977 (#103, $3.00)

Kindred, Michael, et. al. The Mentally Retarded Citizen and the Law: President's Committee on Mental Retardation. New York: Free Press, 1976 $18.95.

Toward a National Policy for Children and Families, Advisory Committee on Child Development, National Research Council of the National Academy of Sciences, 2101 Constitution Ave., Washington, DC 20417. 1976.

Title XX: Social Services in Your State: A Child Advocate's Handbook for Action. Children's Defense Fund, 1520 New Hampshire Ave., NW, Washington, DC 20036 28p. 25¢.

Standards Relating to Rights of Minors. Institute of Judicial Administration, American Bar Association, Juvenile Justice Standards Project. Cambridge, MA: Balanger Publishing, 1977. $6.95.

A Handbook on Child Advocacy by Brian Skinner and Phyllis McClean. The Institute for Child Advocacy, 4305 S. Broadway, Los Angeles, CA 90037, 1976.

Keniston, Kenneth & The Carnegie Council on Children. All Our Children, 1977, $10.95. Harcourt Brace Jovanovich, Inc., 757 Third Ave., New York, NY 10017.

Nathan Hershey & Robert Miller. Human Experimentation and the Law, Aspen Systems Corp., Germantown, MD 20767, 1976.

"Research Involving Children", Federal Register Vol. 43, No. 9, Jan. 13, 1978.

Directory for Child Advocates, 1977-78: Congress and Federal Agencies. Coalition for Children & Youth, 815 15th St., N.W., Washington, DC 20005.

Sources of Further Information

National Center for Child Advocacy, DHEW, P.O. Box 1182, Washington, DC 20013.

Resources listed are those which have come to our attention recently. We would be pleased to receive other new resources on this topic.

Candidates for Your Bookshelf

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All Our Children: The American Family Under Pressure, by Kenneth Keniston and the Carnegie Council on Children. Harcourt Brace Jovanovich, New York, NY 10017. (1977)

Looks at changing family patterns and societal pressures; recommends a national family policy entailing sweeping governmental reforms.

Early Experiences: Myth and Evidence, Ann M. Clarke; and A. D. B. Clarke, Eds. The Free Press, 866 Third Ave., New York, NY 10022. (1977)

Reviews case studies of children who suffered some form of early deprivation and challenges the view that the first few years of a child's life are the most critical in terms of later development.

Black Children Just Keep on Growing: Alternative Curriculum Models for Young Black Children, Madeleine Coleman, Ed. Black Child Development Institute, Inc., 1463 Rhode Island Ave., NW, Washington, DC 20005. (1977)

Detailed descriptions of ten exemplary child development program models designed by black people for black children. Also included: literature reviews by noted black theoreticians on topics relevant to the education of black children.

The Challenge of Daycare, by Sally Provence and others. Yale University Press, 92A Yale Station, New Haven, CT 06520. (1977)

An examination of the problems and potentials of day care, based on the authors' experiences in planning and operating an inner-city federally funded day care center set up by the Yale Child Study Center.

Books to Help Children Cope with Separation and Loss, by Joanne E. Bernstein. R. R. Bowker Co., 1180 Ave. of the Americas, New York, NY 10036. (1977)

An annotated list of 438 children's books plus a discussion of children's concepts of separation, suggestions on how to use books to help grieving children, and a list of resources for adults.

Children in Foster Care: Destitute, Neglected, ...Betrayed, by Alan R. Gruber. Human Sciences Press, 72 Fifth Ave., New York, NY 10011. (1978)

A study of the characteristics and problems of children in foster home care in Massachusetts, including information on the children and biological and foster parents.

Montessori: Prescription for Children with Learning Disabilities, by R. C. Orem; Marjorie Foster Coburn. G. P. Putnam's Sons, 200 Madison Ave., New York, NY 10016. (1978)

Right from the Start: A Guide to Nonsexist Child Rearing, by Selma Greenberg. Houghton Mifflin Co., 2 Park St., Boston, MA 02107. (1978)

Every Child's Birthright: In Defense of Mothering, by Selma Fraiberg. Basic Books, Inc., 10 E. 53rd St., New York, NY 10022. (1977)

Examines beliefs, attitudes, practices and policies which affect the development of infants and young children.

Child Discourse, Susan Ervin-Tripp, Ed. Academic Press, Inc., 111 Fifth Ave., New York, NY 10003. (1977)

A collection of eight papers (mostly case studies) by sociolinguistics, investigating how children learn to communicate.

**Books are available from publishers or bookstores, not from ERIC/ECE.*

Handbook for Storytellers, by Caroline Feller Bauer. American Library Association, 50 E. Huron, Chicago, IL 60611. (1977)

Suggestions on how to tell stories to children, young adults and adults: finding source material, preparing the story, using films, flannelboard, music, puppetry to dramatize the story, etc.

The Conference Book, by Leonard and Zeace Nadler. Gulf Publishing Co., Book Division, Box 2608, Houston, TX 77001. (1977)

Practical information on such topics as overall planning (purpose, size, site, duration), designing, coordinating and conducting the conference, planning for evaluation. Authors' personal experiences as conference coordinators are included to illustrate points made in the text.

Conversations with Adam and Natasha, by R. D. Laing. Pantheon Books, 201 E. Fiftheith St., New York, NY 10022. (1977)

Conversations, collected over a six-year period, between a well-known psycholanalyst and his children, showing how children's thoughts and personalities develop.

Childhood Socialization: Studies in the Development of Language, Social Behavior, and Identity, by Norman K. Denzin. Jossey-Bass, Inc., Publishers, 615 Montgomery St., San Francisco, CA 94111. (1977)

A social/psychological account of how the lives of children are shaped by social interaction, particularly interaction with parents and other caretakers.

Chaos, Madness, and Unpredictability... Placing the Child with Ears Like Uncle Harry's, by Christopher Unger and others. Spaulding for Children, Box 337, Chelsea, MI 48118. (1977)

Describes the adoption practices of Spaulding for Children, a small, voluntary specialized adoption program established for the sole purpose of finding adoptive families for hard-to-place children.

The Social Context of Learning and Development, John C. Glidewell, Ed. Gardner Press, Inc., 32 Washington Square West, New York, NY 10011. (1977)

A collection of readings by 15 well-known educators and psychologists examining the circular processes of influences between children and social forces (such as the design of classrooms, social constraints on teachers, cognitive style of parents).

Mother/Child, Father/Child Relationships, Joseph H. Stevens, Jr., and Marilyn Mathews, Eds. The National Association for the Education of Young Children, 1834 Connecticut Ave., NW, Washington, DC 20009. (1978)

Includes reports of significant research studies, reviews of research and position papers outlining critical issues related to research and practice. Chapters by Klaus, Staub, Lamb, McAdoo, Hetherington, Eiduson and others.

The Parent Test: How to Measure and Develop Your Talent for Parenthood, by Ellen Peck, William Granzig. G. P. Putnam's Sons, 200 Madison Ave., New York, NY 10016. (1978)

Looks realistically at the demands of parenthood and encourages potential parents to examine their own attitudes about childrearing.

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A Resource list*on

PARENTS AND TEACHERS

Journal Articles

Beebe, Marian K. "Teachers and Parents Together." Today's Education, Sept/Oct 76, Vol. 65, No. 3, pp. 74-79.
A program in which parents and teachers work as partners in the education of preschool children, both in the home and at school.

Nedler, Shari. "Working with Parents on the Run." Childhood Education, Jan 77, Vol. 53, No. 3, pp. 128-132.
Suggests ways to involve working parents with the early childhood education programs in which their children are enrolled.

Weinberger, Paula; Cox, Ann. "Early Education Guide." Teacher, Sep 76, Vol. 94, No. 1, pp 134-142.
A week-by-week readiness program for preschool and early primary children.

Jackson, R. K.; Stretch, H. A. "Perceptions of Parents, Teachers and Administrators to Parental Involvement in Early Childhood Programs." Alberta Journal of Educational Research, Jun 76, Vol. 22, No. 2, pp129-139.

Andrews, Palmyra. "What Every Parent Wants To Know." Childhood Education, Apr/May 76, Vol. 52, No. 6, pp.304/305.
Describes one teacher's use of a newsletter to communicate to parents about their children's activities in school.

Rogoff, B.; And Others. "Age of Assignment of Roles and Responsibilities to Children. A Cross-Cultural Survey." Human Development, 1975, Vol. 18, No. 5, pp.353-369.

Solnit, Albert J. "Changing Psychological Perspectives About Children and Their Families." Children Today, May/Jun 76, Vol. 5, No. 3, pp.5-9.
Traces changing parental and societal attitudes toward, and social milieu of, children from the Middle Ages to the present.

Norton, Arthur J.; Glick, Paul C. "Changes in American Family Life." Children Today May/Jun 76, Vol. 5, No. 3, pp. 2-4, 44.
Attempts to provide a factual, historical perspective on the current family situation of American children.

*ERIC Documents from Resources in Education**

Gallagher, James J.; And Others. Parent Involvement, Parent-Teacher Interaction and Child Development. 1976 (ED 125 773, 108p.).
Three papers reporting a model, methods, and research on parent involvement, parent-teacher interaction, and child adjustment and achievement.

*Citations from recent computer searches.

Rich, Dorothy; Jones, Cynthia. A Family Affair: Education. Families and the Helping Professions in Partnership. 1977. Home and School Inst., Trinity College, Washington, D.C. 20017 (Paper, $8.00, plus $1.00 mailing fee) (Document not available from EDRS - ED 139 537)

Emphasizing the importance of the family in education, this book presents a sampling of strategies for fostering a strong parent-teacher-community partnership.

Kifer, Edward. The Relationship Between the Home and School in Influencing the Learning of Children. 1976 (ED 133 073, 22p.)

Garcia, Angela B.; And Others. Communicating and Working with Parents. Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103 ($6.95) (ED 129 456, 178p.) 1975.

Parenting in 1976: A Listing from PMIC. Southwest Educational Development Lab., Austin, TX. (ED 130 783, 169p.) 1976.

Lists materials, programs and resources which appear to be relevant to the needs of parents and those working with parents.

Bell, T. H. An Educator Looks at Parenting. (ED 127 547, 11p.) 1976.

Changing family life patterns are discussed in relation to the effect they are having on today's children.

Warren, Donald I.; And Others. A Comparative Study of Life Styles and Social Attitudes of Middle Income Status Whites and Negroes in Detroit. (ED 137 494, 139p. HC not available) 1977.

Information on family life patterns, neighborhoods, educational values, interracial contact, political and community participation, civil rights involvement, ethnic identification, jobs and occupations, and social mobility.

Johnson, Willis N. Inner City Parents Attended Mathematics Classes - Why? 1977. (ED 141 123, 9p.)

Analyzes why parents came to training sessions regarding elementary school mathematics, and describes their reactions to the sessions.

ORDER INFORMATION: Order documents by ED number, specifying whether you want hard copy (HC) a paper copy of the original, or microfiche (MF), a transparent film card containing up to 98 pages of text per card. Document prices are subject to change; current prices are as follows:

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A Resource List on

YOUNG CHILDREN AND THE ARTS

Journal Articles

Caldwell, Bettye; Yowell, Robert. "Action Dramatics." Instructor, Jan. 77, Vol. 86, No. 5, pp. 118-124.
An approach to kindergarten language arts through dramatics.

Freeman, Jayne. "Opening the Door for Artists and Kids." Learning, Nov. 76, Vol. 5, No. 3, pp. 33-37.
Using poetic imagery and pantomine widens and enriches children's imagination.

Dixon, Peter. "Art and Craft--Point and Purpose." Education, Oct. 76, pp. 75-80.
Art in the schools is seen as a way of helping children come to terms with and extend their own personal experiences.

Nash, Louis P. "How to Begin an Arts in Education Program." National Elementary Principal, Jan./Feb. 76, Vol. 55, No. 3, pp. 89-92.

Frates, Mary Y. "Oklahoma City: A Working Partnership in the Arts." National Elementary Principal, Jan./Feb. 76, Vol. 55, No. 3, pp. 82-85.
An arts-in-education program using community arts and educational organizations as resources.

Marshall, Sybil. "Language--Arts?" Education, Apr. 76. pp. 25-29.
Author sees little evidence of aesthetic qualities in much that passes for "poetry' in schools, and makes constructive suggestions.

Oppenheimer, Frank. "Growing Up in the Arts." National Elementary Principal, Sept./Oct. 76, Vol. 56, No. 1, pp. 15-19.
A physicist recounts his experiences in learning art and music and extracts some lessons for art educators from those experiences.

Evans, F. Laird; Gilmartin, Audrey L. "Art Encounter--a Child's Eye View." Feb. 76, Elementary School Journal Vol. 76, No. 5, pp. 272-275.
Describes a program in which art work by local artists is exhibited regularly in schools.

Andrews, Palmyra. "Music and Motion: The Rhythmic Language of Children." Young Children, Nov. 76, Vol. 32, No. 1, pp. 32-36.
How music can be meshed with daily school activities throughout the school day.

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* Citations from recent computer searches.

*Eric Documents From Resources in Education**

Kelly, Elizabeth Flory. Dramatics in the Classroom: Making Lessons Come Alive. 1976 34p. Phi Delta Kappan, Eighth & Union, Box 789, Bloomington, IN 47401 ($0.50 prepaid) Also available through ERIC (ED 119 240 34p.).*

Mercado, Aurea A. Children's Art Carnival Creative Reading Program. New York City Board of Education, Brooklyn, NY. Office of Educational Evaluation. (ED 142 654 54p.) 1976.
Activities at the Art Carnival were designed to teach reading through printmaking, puppertry, ceramics, painting, etc.

Chapman, Gay, Learning in a Friendly Environment: Art as an Instructor. (ED 139 208 22p.) 1977.
Stresses the use of art for developing creativity, perceptual skills, and cognitive skills in handicapped children.

Museum-School Cooperation: A Summary of School Projects. American Association of Museums, Washington, D.C. (ED 130 934, 20p.) 1976.

Artists in the Schools, 1975-1976. Arkansas State Dept. of Natural and Cultural Heritage, Little Rock. Office of Arts and Humanities. (ED 134 504, 30p.) 1976.

Hine, Frances D.; And Others. The Aesthetic Eye Project. Final Report. Los Angeles County Superintendent of Schools, Calif. (ED 133 286 76p.) 1976.
This project involves conceptual structure, a perceptual approach to learning, and belief that aesthetics can be part of the teaching-learning process.

Cohen, Veronica Wold. Parallel Goals of the Early Childhood Music Program. (ED 133 060, 13p.).
Offers suggestions for teaching singing and listening skills and encourages musical activity and self-expression.

Elementary Music: Guidelines for Elementary Music Education in Illinois. Illinois State Office of Education, Springfield. (ED 121 455, 171p.) 1975.

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Current ERIC Resources on

BILINGUAL EDUCATION (PRIMARILY SPANISH-ENGLISH) IN EARLY CHILDHOOD

Journal Articles

Andersson, Theodore. "Preschool Biliteracy: Historical Background"; Christian, Chester. "Preschool Literacy in Spanish"; Lado, Robert. "Acquisition and Learning in Early Reading". All in Hispania, Sept. 1977, Vol. 60, No. 3.

Godwin, Douglas C. "The Bilingual Teacher Aide: Classroom Asset." Elementary School Journal, Mar 77, Vol. 77, No. 4, pp. 265-267.

Gonzalez-Mena, Janet. "English as a Second Language for Preschool Children." Young Children, Nov. 76, Vol. 32, No. 1, pp. 14-19.

Pardinas, Patricia. "Los Estudiantes Hispanos de Hoy: Quienes Son? The Hispano Students of Today: Who Are They?" Agenda, May/Jun 77, Vol 7, No. 3, pp. 28-29.

Scriven, Georgia; And Others. "Peer Imitation by Anglo and Mexican-American Children in Day Care." Journal of the National Association for Bilingual Education, Dec. 76, Vol. 1, No. 2, pp. 47-49.

Wylie, Richard E.; deMcNicholas, Patricia Baca. "Responsive Bilingual-Bicultural Instructional Strategies: A Prospectus." Childhood Education, Nov./Dec. 76, Vol. 53, No. 2, pp. 111-115.
Literature reviews of research in bilingual-bicultural instructional strategies.

Zierer, Ernesto. "Experiences in the Bilingual Education of a Child of Pre-School Age." International Review of Applied Linguistics in Language Teaching, May 77, Vol. 15, No. 2, pp. 143-149.

ERIC Documents from Resources in Education

Bilingual/Bicultural Early Childhood Development Research Workshop Proceedings. (ED 144 709, 106p.) Feb. 1976.

A School and Home-Based Bilingual Education Model (Nursery School-Grade 3). End-of-Year Evaluation Report, 1976-77 (Second-Year Evaluation Study). (ED 144 705, 39p.) 1977. Other documents describing this program: ED 142 351, ED 142 352.

A Bibliography of Bilingual-Bicultural Preschool Material for the Spanish Speaking Child. (ED 142 045, 97p.) 1977.

Evans, Joyce S.; And Others. The Spanish/English Language Performance Screening (S/ELPS): Extension of Reliability and Validity Studies with Cuban, Puerto Rican, and Mexican American Children, Preschool through Third Grade. (ED 142 041, 65p.) 1977.

Garza, Sylvia Gil. Language Assessment Identifying LESA'S. (ED 144 415, 6p.) 1976.

Evans, Joyce S. Spanish/English Language Performance Screening: Technical Report. Final Report. (ED 142 040, 99p.) 1976.

Luft, Max; And Others. Development of a Test Instrument to Determine Language Dominance of Primary Students: Test of Language Dominance (TOLD). (ED 141 393, 12p.) 1977.

Cartel. Annotated Bibliography of Bilingual Bicultural Materials. Vol. III, No. 42. Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Boulevard, Austin, TX 78752 ($3.70). (ED 140 677, 380p.) 1976.

Bruck, Margaret; Shultz, Jeffrey. An Ethnographic Analysis of the Language Use Patterns of Bilingually Schooled Children. Working Papers on Bilingualism, No. 13. Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St., West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts) (ED 140 664, 38p.) 1977.

Denker, Elenor Rubin. Teaching Numeric Concepts to Spanish-Speaking Second Graders: English or Spanish Instruction? (ED 140 636, 7p.) 1977.

Kaminsky, Sally. Language Dominance, Predicting Oral Language Sequences and Beginning Reading Acquisition: A Study of First Grade Bilingual Children. (ED 139 301, 11p.) 1977.

Connecticut Migratory Children's Program: Series of curriculum guides for bilingual teachers of young children (preschool through 3rd grade) whose native language is Spanish. Topics range from puppetry and language arts to social studies. Hamden-New Haven Cooperative Education Center, 1450 Whitney Ave., Hamden, CT 06517. (ED 139 278, ED 139 288 through ED 139 296).

Simoes, Antonio, Jr., Ed. The Bilingual Child: Research and Analysis of Existing Educational Themes. (ED 141 448, Not available from EDRS.) 1976. Academic Press, Inc., 111 Fifth Ave., New York, NY 10003 ($16.50).

Other Resources

National Clearinghouse for Bilingual Education, 1500 Wilson Blvd., Suite 802, Rosslyn, VA 22209. WATS LINE 1-800-336-4560.

This clearinghouse collects, analyzes and disseminates information on bilingual education. Its reference and referral services are available through a toll-free WATS line. The Clearinghouse coordinates information retrieval for the Title VII National Network Bilingual Education Centers which includes Resource Centers, Materials Development Centers and Dissemination and Assessment Centers at various locations throughout the United States.

ERIC Clearinghouses:

Language and Linguistics, Center for Applied Linguistics, 1611 Kent St., Arlington, VA 22209 (703) 528-4312

Rural Education and Small Schools, New Mexico State University, Box 3AP, Las Cruces, NM 88003 (505) 646-2623

Urban Education, Teachers College, Box 40, 525 W. 120th St., Columbia University, New York, NY 10027 (212) 678-3438

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Recent Resources on

Adoption

Resources listed are those which have come to our attention recently. We would be pleased to receive other new resources on adoption.

Books and Articles

Simon, Rita; Altstein, Howard. Transracial Adoption, 1977. Wiley-Interscience, 605 Third Ave., New York, NY 10016 ($14.95).
Discusses research and issues related to transracial adoption and its effects on parents, children and society.

Unger, Christopher; and Others. Chaos, Madness, and Unpredictability... The Spaulding Approach to Adoption, 1977. Spaulding for Children, Box 337, Chelsea, MI 48118 ($4.50).
Describes a specialized adoption program which finds families for older and handicapped children traditionally considered hard to place.

"Guidelines for Adoption Services to Black Families and Children." The Black Child Advocate, 1977, Vol. 5, No. 5, pp.2-7. Black Child Development Institute, 1463 Rhode Island Ave., NW, Washington, DC 20005.
Outlines goals and general procedures for development of resource families, preplacement services and postplacement services.

Jones, Martha. "Aggressive Adoption: A Program's Effect on a Child Welfare Agency." Child Welfare, June 1977, Vol. 56, No. 6, pp. 401-407.
Describes a program that reduced the number of children in long-term foster care; the program's secondary effects on other agency services are also discussed.

Middelstadt, Evelyn. "Facilitating the Adoption of Older Children." Children Today, May-June 1977, Vol. 6, No. 3, pp.10-13.
Describes a project that utilized the support of parents who had already adopted older children in finding other homes for older children.

Kim, Dong Soo. "How They Fared in American Homes: A Follow-Up Study of Adopted Korean Children in the United States." Children Today, March-April 1977, Vol. 6, No. 2, pp. 2-6, 36.
Discusses major findings of a study conducted by the author in cooperation with Holt International Children's Services; includes policy recommendations.

Katz, Sanford N. "The Changing Legal Status of Foster Parents." Children Today, November-December 1976, Vol. 5, No. 6, pp. 11-13.
Discusses recent court decisions, the Model Subsidized Adoption Act, and a proposed Model Act to Free Chidlren for Permanent Placement.

Fisch, Robert O.; And Others. "Growth, Behavioral, and Psychologic Measurements of Adopted Children: The Influences of Genetic and Socioeconomic Factors in a Prospective Study." Journal of Pediatrics, Sept. 1976, Vol. 89, No. 3, pp. 494-500.

Paget, Norman W.; Thierry, Paul A. "Adoptive Parent Education: An Agency Service." Children Today, March-April 1976, Vol. 5, No. 2, pp. 13-15, 35.
Describes the adoptive parent education program of the Children's Home in Cincinnati, Ohio.

Baran, Annette; and Others. "Open Adoption." Social Work, March 1976, Vol. 21, No. 2, pp. 97-100.
Examines the historical roots of adoptive practices in this country and presents a case for open adoption.

Chimezie, Amuzie. "Black Identity and the Grow-Shapiro Study on Trans-racial Adoption." Journal of Afro-American Issues, Winter 1976, Vol. 4, No. 1, pp. 139-152.
Evaluates the Grow-Shapiro study of transracial adoption of black children by white parents in terms of black identity and its correlates.

Neilson, Jacqueline. "Tayari: Black Homes for Black Children." Child Welfare, January 1976, Vol. 55, No. 1, pp. 41-50.
Describes Tayari, an adoption service organized within the San Diego County Department of Public Welfare by black personnel with special procedures designed to reach black clientele.

Hill, Robert B.; Shackleford, Lawrence. "The Black Extended Family Revisited." Urban League Review, Fall 1975, Vol. 1, No. 2, pp. 18-24.
Presents information on the distinctive characteristics of extended family arrangements, particularly those related to the informal adoption of children, and how they have been adapted over time.

*ERIC Documents**

Opportunities for Adoption Act of 1977, Hearing before the Senate Subcommittee on Child and Human Development (for ED number see April issue of Resources in Education).
Includes official statements and many background materials presented to the subcommittee.

Scott, Della Beidleman. A Report on Characteristics of Registrants for Adoption, Children Placed and Services Rendered by Adoption Agencies. (ED 127 005, 106p.)
Briefly describes the Interagency Vietnam Adoption Committee project to place black Vietnamese and black American children in black adoptive homes and provides data on the children, families, and adoption agencies involved in this project.

Gallagher, Ursula; Katz, Sanford N. Subsidized Adoption in America. (ED 136 909, 74p.)
Presents the Model State Subsidized Adoption Act with accompanying Model Regulations; includes a discussion of the background of subsidized adoption in the United States and a supplementary section comparing the Model Act with existing state laws.

*ED refers to ERIC document number. ERIC documents are available on microfiche in many libraries or from the ERIC Document Reproduction Service (see page 4).

Silverman, Arnold R.; Feigelman, William. Changing Family Patterns and the Adoption of Minority Children. (ED 124 667, 31p.)

Reports a study based upon questionnaires mailed to a nationwide sample of adoptive parents. This study is part of a larger ongoing investigation of contemporary trends in adoption.

Adoption and Foster Care, 1975. Hearings Before the Subcommittee on Children and Youth of the Committee on Labor and Public Welfare, United States Senate, Ninety-Fourth Congress. First Session. (ED 121 449, 889p.)

Transcripts of four hearings of the Senate Subcommittee on Children and Youth which considered the issues of baby selling and adoption of children with special needs. Official statements of witnesses and numerous supporting documents submitted to the committee are included.

Hargrave, Vivian; and Others. Where Love and Need Are One: A Report of the Use of Subsidies to Increase Adoption of Black Children. (ED 119 826, 110p.)

Describes a state subsidy program designed to facilitate the adoption of black children ages 3 months to 17 years. Appendices provide the data tables and a casefinding schedule.

Model State Subsidized Adoption Act and Regulations. Children's Bureau, Administration for Children, Youth and Families, Office of Human Development Services (DHEW), P. O. Box 1182, Washington, DC 20013. Single copies free while supply lasts. Also available through ERIC (ED 119 825, 20p.)

Jones, Lewis W. Informal Adoption in Black Families in Lowndes and Wilcox Counties, Alabama. (ED 118 225, 52p.)

Deals with legal, social and cultural contexts in which informal adoption of black children by adults takes place in rural south Alabama.

Sources of Additional Information on Adoption

Child Welfare League of America, 67 Irving Place, New York, NY 10003.

Publishes a monthly journal, Child Welfare, as well as books on adoption standards, transracial adoption, and other topics.

Children's Bureau (DHEW), P. O. Box 1182, Washington, DC 20013.

Publishes a bimonthly journal, Children Today, as well as books dealing specifically with adoption and other topics.

National Center for Child Advocacy (DHEW), Suite 501, 2011 Eye St., NW, Washington, DC 20006.

Publishes a monthly bulletin, Exchange: Bulletin of the Child Welfare Resources Information Exchange, which includes a section on adoption in each issue.

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Postscript

The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 16 clearinghouses sponsored by the National Institute of Education to provide information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education (such as early childhood, teacher education, languages and linguistics), are located at universities and institutions throughout the United States.

Each clearinghouse staff searches systematically to acquire current, significant documents relevant to education. These research studies, speeches, conference proceedings, curriculum guides, and other publications are abstracted, indexed and published in Resources in Education (RIE), a monthly journal. RIE is available at libraries, or may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Another ERIC publication is Current Index to Journals in Education (CIJE), a monthly guide to periodical literature which cites articles in more than 700 journals and magazines in the field of education. Articles are indexed by subject, author, and journal contents. CIJE is available at libraries, or by subscription from Macmillan Information, 909 Third Avenue, New York, N.Y. 10022.

The Early Childhood Education Clearinghouse (ERIC/ECE) distributes a quarterly newsletter which reports on new programs and publications and RIE documents of special interest. For a complete list of ERIC/ECE publications, or if you would like to subscribe to the Newsletter, write: ERIC Clearinghouse/Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801.

THE ERIC CLEARINGHOUSES

ADULT, CAREER, AND VOCATIONAL EDUCATION
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

COUNSELING AND PERSONNEL SERVICES
The University of Michigan
School of Education Building
Room 2108, East Univ. & South Univ.
Ann Arbor, Michigan 48109
(313) 764-9492

*EARLY CHILDHOOD EDUCATION
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801
(217) 333-1386

EDUCATIONAL MANAGEMENT
University of Oregon
Eugene, Oregon 97403
(503) 686-5043

HANDICAPPED AND GIFTED CHILDREN
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

HIGHER EDUCATION
George Washington University
1 Dupont Circle, Suite 630
Washington, D.C. 20036
(202) 296-2597

INFORMATION RESOURCES
School of Education
Syracuse University
Syracuse, New York 13210
(315) 423-3640

JUNIOR COLLEGES
University of California
96 Powell Library Building
Los Angeles, California 90024
(213) 825-3931

LANGUAGES AND LINGUISTICS
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209
(703) 528-4312

READING AND COMMUNICATION SKILLS
1111 Kenyon Road
Urbana, Illinois 61801
(217) 328-3870

RURAL EDUCATION AND SMALL SCHOOLS
New Mexico State University, Box 3AP
Las Cruces, New Mexico 88003
(505) 646-2623

SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION
Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212
(614) 422-6717

SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION
855 Broadway
Boulder, Colorado 80302
(303) 492-8434

TEACHER EDUCATION
1 Dupont Circle N.W., Suite 616
Washington, D.C. 20036
(202) 293-7280

TESTS, MEASUREMENT AND EVALUATION
Educational Testing Service
Princeton, New Jersey 08540
(609) 921-9000, Ext. 2176

URBAN EDUCATION
Teachers College, Box 40
Columbia University
New York, New York 10027
(212) 678-3438

*ERIC/ECE is responsible for research documents on the social, psychological, physical, educational, and cultural development of children from the prenatal period through pre-adolescence (age 12). Theoretical and practical issues related to staff development, administration, curriculum, and parent/community factors affecting programs for children of this age group are also within the scope of the clearinghouse.